What tool would you use to measure the size of your foot?

yardstick ruler

What is something that is about 5 inches long?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How many inches are in one foot?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What tool would you use to measure your height?

yardstick ruler

Measure any crayon in inches.

It is \_\_\_\_\_\_ inches long.

Measure your pencil in inches.

It is \_\_\_\_\_\_ inches long.

|  |
| --- |
| Teacher notes: |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Not yet:** Student shows evidence of misunderstanding, incorrect concept or procedure | | | **Got It:** Student essentially understands the target concept. | | | | **NEEDS IMPROVEMENT**  **(N)** | | **WITH ASSISTANCE**  **(W)** | | | **INDEPENDENT**  **(I)** | | **0 Unsatisfactory:**  **Little Accomplishment**  The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required. | **1 Marginal:**  **Partial Accomplishment**  Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required. | | **2 Proficient:**  **Substantial Accomplishment**  Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance. | **3 Excellent:**  **Full Accomplishment**  Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors. | |   Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65 |